

Pupil premium strategy statement – High Point Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	47.5 (57 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-27 2027-28 2028-29
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Hayley Tinsley Headteacher
Pupil premium lead	Hayley Tinsley
Governor / Trustee lead	Chris Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69,300

Part A: Pupil premium strategy plan

Statement of intent

At High Point Academy, our aim is to use Pupil Premium funding effectively to equip disadvantaged pupils with the academic, social, communication, and life skills they need to thrive both in education and beyond.

All pupils attending High Point Academy have a diagnosis of autism and an Education, Health and Care Plan (EHCP). Many are unable to access mainstream education due to a combination of factors, including:

- Attainment that is below age-related expectations.*
- Anxiety associated with autism, which can impact their ability to cope in larger learning environments and manage frequent transitions.*
- Speech, language and communication needs that affect their ability to interact effectively with others.*
- Social, emotional and sensory needs which can create additional barriers to learning and participation.*

Through the strategic use of Pupil Premium funding, we aim to secure positive outcomes in the following areas:

- Improved academic progress and attainment across the curriculum.*
- Enhanced reading, literacy and communication skills.*
- Effective support for pupils' sensory, physical and emotional wellbeing needs.*
- Development of employability skills and preparation for adulthood.*
- Increased opportunities for social interaction and enrichment experiences.*
- Improved social communication and relationship-building skills.*
- Targeted support for speech, language and communication development.*
- Greater resilience, confidence, independence and self-advocacy.*
- Improved attendance, engagement and readiness to learn.*
- Reduction of non-academic barriers to learning, including behaviour, wellbeing and communication difficulties.*
- High-quality teaching and learning that enables all pupils to achieve their potential.*
- Ensuring that support and resources are directed towards those pupils with the greatest level of need.*

In addition, we are committed to helping disadvantaged pupils develop the independence and life skills necessary for successful adult lives. Through a combination of outstanding teaching, targeted interventions, enrichment opportunities and personalised support, we strive to ensure that every pupil is equipped with the knowledge, skills and confidence to make a positive contribution to their community and achieve their aspirations.

This approach reflects High Point Academy's commitment to inclusion, ambition and excellence for all learners, regardless of background or circumstance.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Speech, Language and Communication Needs (SLCN): Disadvantaged pupils with autism often experience significant speech, language and communication difficulties. These challenges may be exacerbated by limited access to early intervention, reduced exposure to rich language experiences and fewer opportunities for social interaction beyond school. Consequently, pupils can find it difficult to understand instructions, access the curriculum, express their needs and emotions, develop positive relationships and build confidence as independent learners. Without targeted support, these barriers can contribute to lower academic attainment, increased anxiety and social isolation.
2	Social Communication and Preparation for Adulthood: Baseline assessments, observations and discussions with pupils and families indicate that many pupils have underdeveloped social and communication skills. Pupils often have not had access to appropriate strategies, interventions or tools that promote social understanding, independence and preparation for adulthood.
3	Sensory Regulation and Fine Motor Development: Many pupils experience difficulties with sensory processing and fine motor skills which affect their ability to engage successfully with classroom learning and everyday activities. These challenges can increase anxiety, reduce engagement in learning and lead to greater dependence on adult support. Without intervention, these factors may significantly impact progress and widen attainment gaps.
4	Independence, Wellbeing and Mental Health: Many disadvantaged pupils require additional support to develop the skills needed for future independence and to maintain positive mental health and emotional wellbeing. Targeted interventions are necessary to build resilience, self-regulation and coping strategies.
5	School Readiness and Managing Change: Many pupils have experienced limited success in previous educational settings and have not developed the skills needed to manage transitions, routine changes and

	new learning experiences. This can impact engagement, attendance and readiness to learn.
6	Low Self-Confidence and Self-Esteem: Pupils frequently join High Point Academy with low levels of confidence and self-esteem, which can affect their willingness to participate, take risks in learning and engage positively with the curriculum.
7	Reading and Literacy Development: Assessments show that many pupils arrive with reading accuracy, fluency and comprehension skills significantly below age-related expectations. These difficulties restrict access to the wider curriculum and limit functional literacy skills required for everyday life and future employment.
8	Mathematical Development: Many pupils demonstrate mathematical knowledge and skills that are below age-related expectations. This impacts their ability to apply mathematical concepts in real-life situations and limits the development of functional numeracy skills essential for adulthood.
9	Attendance and Engagement: Some pupils experience attendance difficulties linked to social, emotional and mental health needs, anxiety and previous negative educational experiences. Reduced attendance can significantly impact academic progress, wellbeing and opportunities for social development.
10	Curriculum Access and Sensory Needs: Sensory dysregulation presents a significant barrier for some pupils, affecting concentration, engagement and participation across the curriculum. Appropriate environmental adaptations, specialist resources and targeted support are required to ensure equitable access to learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved Communication, Speech and Language Skills Disadvantaged pupils will develop the speech, language and communication skills needed to access learning, express their needs, build relationships and prepare for adulthood.	- Increased proportion of pupils meeting or exceeding their individual SALT targets. - Improved participation in lessons, discussions and group activities.

	• Reduction in communication-related frustration, anxiety and behaviour incidents. • Pupil voice demonstrates increased confidence in expressing needs, feelings and opinions. • Parents report improvements in communication at home.
2. Improved Academic Attainment in Reading, Writing and Mathematics Disadvantaged pupils will make strong progress from their starting points in English and Mathematics through targeted teaching and intervention.	• Pupils achieve or exceed expected progress in English and Mathematics. • Improvements in reading age, fluency and comprehension through Fresh Start and Accelerated Reader. • Improved functional literacy and numeracy skills. • Increased attainment across the curriculum. • Gaps between disadvantaged pupils and their peers continue to narrow.
3. Improved Sensory Regulation, Independence and Curriculum Access Pupils will develop the sensory regulation and fine motor skills required to engage successfully in learning and daily life.	• Pupils demonstrate increased use of self-regulation strategies and sensory supports. • Measurable improvements in fine motor skills identified through OT assessments. • Increased time on task and engagement in learning. • Reduction in incidents of dysregulation and anxiety. • Greater independence in classroom activities and everyday tasks.
4. Improved Wellbeing, Resilience and Self-Confidence Disadvantaged pupils will develop positive wellbeing, self-esteem and resilience, enabling them to engage confidently in school life and the wider community.	• Progress towards Personal Learning Goals (PLGs) and EHCP outcomes. • Improved emotional regulation and resilience. • Increased participation in enrichment and social opportunities. • Pupil voice reflects greater confidence and self-belief. • Parents report improvements in wellbeing, confidence and social interaction.

5. Increased Preparation for Adulthood, Employment and Community Participation Disadvantaged pupils will develop the knowledge, skills and independence required for successful transition to adulthood, further education, employment and community life.	• All disadvantaged pupils access careers education, mentoring and meaningful work-related learning. • All KS4 pupils participate in high-quality work experience opportunities. • Increased confidence when engaging with unfamiliar people and environments. • Successful transition plans are in place for all leavers. • Pupils and families report feeling well prepared for their next stage of education or training.
6. Improved Attendance, Engagement and Readiness to Learn Disadvantaged pupils will attend school regularly and engage positively in learning through targeted support for SEMH needs and transitions.	• Improved attendance rates for disadvantaged pupils target 92% • Reduction in persistent absence. • Improved engagement in learning and school routines. • Reduced anxiety-related absence and school avoidance. • Pupils demonstrate increased readiness to learn and ability to manage transitions successfully.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3420.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Fresh Start Phonics subscription & training £1620.00	Many pupils enter High Point Academy with significant delays in reading and phonological awareness linked to speech, language and communication needs. Fresh Start provides a structured, systematic phonics programme for older learners who have not secured early reading skills. Staff	1, 2

	training ensures consistent delivery and fidelity of implementation, enabling pupils to improve decoding, fluency, confidence and access to the wider curriculum. Identifying and supporting the needs of children and young people with SEND: rapid evidence methodology Improving Literacy in Secondary Schools EEF	
Phonics Resources to support implementation of fresh start £1,500	These resources directly support implementation of the Fresh Start programme and Total Communication principles. Additional phonics resources will support consistent delivery of interventions and allow learning to be reinforced through visual, practical and multi-sensory approaches. These resources will help pupils develop reading accuracy, vocabulary, comprehension and independent learning skills.	1,2
Cognitive Abilities Testing (CATs) testing Renaissance £300.00	CAT4 assessments provide objective information about pupils' cognitive strengths and learning profiles. This information supports personalised curriculum planning, identifies barriers to learning and enables interventions to be targeted more effectively, particularly for pupils with SEND whose attainment may not accurately reflect cognitive potential. Special Educational Needs in Mainstream Schools EEF WSS Review Guides Whole School SEND	2, 4, 6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 40,505.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy (1 day fortnightly) Sandwell & West Birmingham NHS Trust £6,814.00	A high proportion of pupils at High Point Academy have identified speech, language and communication needs. Direct Speech and Language Therapy and staff coaching support pupils to develop communication, vocabulary, understanding, social interaction and curriculum access. Improved communication skills underpin learning, independence and wellbeing across all areas of school life. Identifying and supporting the needs of children with SEND in mainstream settings - GOV.UK	1, 2, 4, 5,6
Occupational Therapy intervention (1 day per week) Midlands OT £20,330.00	Many pupils experience sensory processing difficulties, motor coordination challenges and barriers to self-regulation which impact attendance, engagement and learning. Occupational Therapy supports pupils to develop independence, emotional regulation, participation and readiness for learning, leading to improved educational outcomes and wellbeing. Identifying and supporting the needs of children with SEND in mainstream settings - GOV.UK NHS England » Sensory-friendly resource pack Practice Guidelines and Evidence-Based Clinical Resources AOTA	2, 3, 4, 5, 6
Brainbow 21 Careers workshops (1 session per week) £3,500.00	Careers workshops provide meaningful opportunities for pupils to develop employability skills, independence, confidence and aspirations. Early and sustained exposure to careers education is particularly important for pupils with SEND and supports successful transition into further education, training and employment. Annex A: employment support evidence review - GOV.UK bit67-cec-report_v3.pdf	4, 5, 6

Transport costs for pupils accessing Halesowen college courses (weekly session) £7,224.00	Funding transport removes financial barriers to accessing vocational learning opportunities. Participation in college courses broadens curriculum access, develops independence and supports successful preparation for adulthood, employment and further study Annex A: employment support evidence review - GOV.UK bit67-cec-report_v3.pdf	4, 5, 6
Mathletics subscription £542.88	Mathletics provides adaptive and engaging practice opportunities that reinforce classroom teaching. The programme supports fluency, retrieval and overlearning, helping pupils consolidate key mathematical knowledge and improve confidence in numeracy. Improving Mathematics in Key Stages 2 and 3 EEF Teaching and Learning Toolkit EEF	2, 3, 4, 6
Accelerated Reader £2095.00	Accelerated Reader supports reading engagement, independent reading habits and monitoring of reading progress. Used alongside high-quality teaching and targeted intervention, it enables staff to closely track reading development and encourage reading for pleasure. Accelerated Reader - first trial EEF	2, 4, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £25,368.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy Therapeutic remedies £10,500.00	Many pupils have experienced adversity, anxiety, emotional dysregulation or difficulties expressing feelings. Play Therapy provides a safe therapeutic environment in which pupils can develop emotional understanding, resilience and self-regulation,	4, 6

	supporting engagement, attendance and learning. Improving Social and Emotional Learning in Primary Schools EEF Identifying and supporting children and young people with social, emotional and mental health needs: a rapid evidence review	
Albion foundation £4968.00	Participation in inclusive sporting activities promotes physical health, social interaction, confidence and a sense of belonging. The programme supports pupil wellbeing and encourages positive engagement with school. SEND Inclusion - Youth Sport Trust	4, 6
Attendance Rewards & initiatives £5,000.00	Improving attendance remains a key priority because pupils cannot benefit from education if they are not in school. Attendance initiatives encourage positive habits, strengthen relationships with families and recognise improvement, helping reduce persistent absence. About Us - Inclusive Attendance Working together to improve school attendance - GOV.UK	2, 4, 5, 6
Focuss – Behaviour Support £4,900.00	Behaviour support services provide specialist advice, staff coaching and targeted interventions for pupils experiencing significant behavioural, emotional or social difficulties. This supports self-regulation, engagement in learning and positive outcomes across the school. Behaviour interventions EEF	2, 4, 5, 6

Total budgeted cost: £ 69,293.88

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025-26

Developer Pathway

Pupils who achieved their teacher targets or above in core subjects

	<i>Pupil Premium</i>	<i>Non Pupil premium</i>
<i>Reading</i>	34%	36%
<i>Writing</i>	16%	27.5%
<i>Maths</i>	19%	31%
<i>Science</i>	25%	16%

Connector Pathway

Pupils who achieved their teacher targets or above in core subjects

	<i>Pupil Premium</i>	<i>Non Pupil premium</i>
<i>Reading</i>	60%	40%
<i>Writing</i>	73%	52%
<i>Maths</i>	44%	32%
<i>Science</i>	48%	50%

Exam outcomes

Developer Pathway

		Y11 Developer Cohort	PP	EAL	LAC	Boys	Girls
Whole school		12	8	4	0	11	1
Maths Entry Level Certificate	Grade 3	0/12	0/8	0/4	0/0	0/11	0/1
	Grade 2	0/12	0/8	0/4	0/0	0/11	0/1
	Grade 1	12/12	8/8	4/4	0/0	11/11	1/1
	No Result	0/12	0/8	0/4	0/0	0/11	0/1
		Y11 Developer Cohort	PP	EAL	LAC	Boys	Girls
Whole school		12	8	4	0	11	1
English Entry Level Certificate	Grade 3	0/12	0/8	0/4	0/0	0/11	0/1
	Grade 2	0/12	0/8	0/4	0/0	0/11	0/1
	Grade 1	12/12	8/8	4/4	0/0	11/11	1/1
	No Result	0/12	0/8	0/4	0/0	0/11	0/1

Connector Pathway

		Y10 Connector/CC Cohort	PP	EAL	LAC	Boys	Girls
• 9 Pupils were entered for English only • 8 Pupils were entered for both English and Maths • Only 1 pupil has been classed as having No Result X (English)							
Whole school		17	8	1	1	13	4
Maths Entry Level Certificate	Grade 3	3/17	0/8	0/1	0/1	3/13	0/4
	Grade 2	5/17	3/8	0/1	0/1	2/13	3/4
	Grade 1	0/17	0/8	0/1	0/1	0/13	0/4
	No Result	0/17	0/8	0/1	0/1	0/13	0/4

		Y10 Connector/CC Cohort	PP	EAL	LAC	Boys	Girls
• 9 Pupils were entered for English only • 8 Pupils were entered for both English and Maths • Only 1 pupil has been classed as having No Result X (English)							
Whole school		17	8	1	1	13	4
English Entry Level Certificate	Grade 3	3/17	0/8	0/1	0/1	3/13	0/4
	Grade 2	8/17	6/8	1/1	0/1	6/13	2/4
	Grade 1	5/17	1/8	0/1	1/1	3/13	2/4
	No Result	1/17	1/8	0/1	0/1	1/13	0/4

		Y11 Connector Cohort	PP	EAL	LAC	Boys	Girls
Whole school		7	2	0	0	7/7	0/7
Maths GCSE	Grade 4	1/7	0/2	0/0	0/0	1/7	0/7
	Grade 3	3/7	1/2	0/0	0/0	3/7	0/7
	Grade 2	1/7	0/2	0/0	0/0	1/7	0/7
	Grade 1	1/7	0/2	0/0	0/0	1/7	0/7
	U	1/7	1/2	0/0	0/0	1/7	0/7
English GCSE (Language)	Grade 4	2/7	0/2	0/0	0/0	2/7	0/7
	Grade 3	3/7	1/2	0/0	0/0	3/7	0/7
	Grade 2	1/7	0/2	0/0	0/0	1/7	0/7
	Grade 1	1/7	1/2	0/0	0/0	1/7	0/7
	U	0/7	0/2	0/0	0/0	0/7	0/7
Biology GCSE	Grade 4	1/7	0/2	0/0	0/0	1/7	0/7
	Grade 3	3/7	1/2	0/0	0/0	3/7	0/7
	Grade 2	2/7	0/2	0/0	0/0	2/7	0/7
	Grade 1	1/7	1/2	0/0	0/0	1/7	0/7
	U	0/7	0/2	0/0	0/0	0/7	0/7
Creative Media BTEC	Level 2	1/7	0/2	0/0	0/0	1/7	0/7
	Level 1	3/7	1/2	0/0	0/0	3/7	0/7

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Speech & Language Therapy	NHS Sandwell
Occupational Therapy	Midlands OT
Albion Foundation	West Bromwich Albion
Play Therapy	Therapeutic remedies
Behaviour support	FOCUSS